

Spanish III

Course Description

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate using more complex structures in Spanish on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

Person-to-Person Communication

- SIII.1 The student will engage in original and spontaneous oral and written communications in Spanish.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in Spanish.
- SIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in Spanish via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in level-appropriate Spanish.

Listening and Reading for Understanding

- SIII.3 The student will comprehend spoken and written Spanish based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in Spanish.
 2. Understand culturally authentic materials that use new as well as familiar information in Spanish.
 3. Understand and follow instructions presented in consumer and informational materials in Spanish, such as those needed to understand a train schedule or to use the Internet.

Oral and Written Presentation

- SIII.4 The student will present orally and in writing information in Spanish that combines learned as well as original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in Spanish orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- SIII.5 The student will present student-created as well as culturally authentic stories, poems, and/or skits in Spanish.
1. Produce well-organized spoken and written Spanish presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and non-verbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- SIII.6 The student will discuss the interrelationship among the perspectives, practices, and products of Spanish-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in Spanish-speaking cultures.
 2. Discuss how the viewpoints of Spanish-speaking people are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of Spanish-speaking cultures.

Making Connections through Language

- SIII.7 The student will reinforce and broaden his/her knowledge of connections between Spanish and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.
1. Identify how the Spanish language and Spanish-speaking cultures are found in other subject areas through various topics, such as terminology specific to the content areas.
 2. Relate topics studied in other subject areas to those studied in the Spanish class, such as issues related to the environment or the contributions of political, arts, or sports figures from Spanish-speaking countries to the world.

Cultural and Linguistic Comparisons

- SIII.8 The student will discuss in Spanish why similarities and differences exist within and among cultures.
1. Use level-appropriate Spanish to discuss the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.
 2. Compare aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- SIII.9 The student will strengthen his/her knowledge of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the Spanish language.

Communication across Communities

- SIII.10 The student will improve Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Spanish language skills and cultural knowledge through the use of media, entertainment, and technology.
 2. Locate and use Spanish resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.